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ABSTRACT

The activities in this packet are designed to help students understand how stereotypes establish expectations for people based on sex roles. Helping students learn and recognize sex role stereotypes is an ongoing process wherein brief classroom activities can be integrated into basic academic programs offered at the secondary level. In many instances, using these activities will take little or no teacher preparation. Worksheets containing one or two discussion questions are provided, where appropriate. The activities are divided into five sections. Section one helps to further student understanding of the way society sets expectations based on sex roles. Sections two and three explore the ways in which expectations are established through behavior and language. Sex roles and expectations that are traditionally deemed appropriate for either sex are analyzed, and how a person's behavior may be molded by these stereotypes is explored in section four. Section five helps students to imagine what expectations the future may hold for them. Suggestions for homework assignments and classroom discussions and activities are included in the packet. (SM)

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A PACKET OF SECONDARY CLASSROOM ACTIVITIES

TO TEACH STUDENTS ABOUT SEX ROLE STEREOTYPING*

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Michigan Department of Education

Office for Sex Equity in Education

1983

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The research and preparation of this original manuscript was undertaken by Jan Foster, formerly Sex Equity Project Director for the Brighton Area Schools and currently Head Consultant of Special Projects Services.

A Note to the Teacher

This packet of materials includes classroom activities for middle school and high school students. These activities have been designed to help students begin to understand sex role stereotyping. These activities have been collected from a variety of primary and secondary sources, including sex equity projects at the local, state and national levels. Where the source is traceable, the authors have been credited.

In selecting the activities which are printed in this packet, three assumptions were made by the Office for Sex Equity in Education staff: (1) Teachers' awareness of sex role stereotypes and teachers' skills in recognizing sex role stereotypes are greater than those of their students; (2) An effective way of teaching secondary students about sex role stereotypes is to use examples, situations and experiences which are common to all students and of interest to many of them; (3) Teaching students about sex role stereotyping should not be an isolated approach which concentrates on the subject at the expense of other program goals and objectives. Rather, helping students to learn and recognize sex role stereotypes can be an ongoing process wherein brief classroom activities can be folded into whatever basic academic program is offered at the secondary level.

For these reasons, student activities which were selected do not demand additional reading or study by teachers before the activities can be used. Furthermore, in many instances, using these activities will take little or no teacher preparation

time. Where appropriate, worksheets are provided with one or two discussion questions.

Most of the activities in the packet have been included in five sections which are designed to reinforce how stereotypes set expectations for people based on sex roles. Each of these five sections includes at least one worksheet for students and at least one other classroom activity which encourages continued thought/discussion of a concept introduced by the worksheet. Homework assignments and classroom discussion activities with no introductory worksheets have been separated into two additional sections.

Teachers should not feel obligated by the design of the packet to use all of the materials in each section, or to use the material in the order it is presented. Since some activities/worksheets will take students longer to complete than others, the availability of time, the possibility of supplementing a unit with some of these activities, or other factors should serve as a basis for determining how and when these activities can be used. Regardless of the class time required or the motivating factor, each activity has been selected to appeal to middle school and high school students and to raise their awareness of sex role stereotyping.

There is an evaluation sheet included, and we would appreciate it if users of these materials would complete and return it to us, so we might learn of the successful, innovative ways this packet has been used. The Office for Sex Equity in Education serves as an "idea scout" for TABS, a national project which disseminates ideas

and resources to teachers interested in creating a nonsexist classroom learning environment. If you have something to share, please don't hesitate to pass it along to us. We will in turn submit it to TABS.

Also, please feel free to duplicate, revise or use these activities in whatever way you feel appropriate. We hope you find them a valuable addition as classroom resource materials.

SETTING EXPECTATIONS

LABELS

List those traits you associate with being "masculine" and "feminine" under the headings of Male/Female below. List as many descriptive words as you can.

Male	Female

1. Circle all the words in both columns that you feel best describe an ideal person.
2. How many words circled are from the male column? _____ from the female column? _____
3. Are there more circled words from one column than the other column? If so, does this suggest anything about what traits you value more? _____

_____

Adapted from: Broverman study

SETTING EXPECTATIONS

BOYS/GIRLS SHOULD. . .

Complete the following sentences as many times as you can.

Society has taught us that boys should _____	Society has taught us that girls should _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

1. Circle any of the societal messages that you consider wrong or unfair.

2. How many did you circle for males? _____
   For females? _____

"How Behavioral Expectations Influence Behavior and Perceptions", Women's Educational Equity Act Program, U.S. Department of H.E.W., 1979.

TRADITIONALLY SPEAKING

Traditionally, the roles of men and women have been somewhat predetermined. From birth, males and females are treated differently. This type of sex-role socialization can be analyzed through the following activity.

DIRECTIONS: Each group of questions represents a period in your life. Your recollections and observations of other children are extremely important in this activity. Answer the following questions with short statements.

MALE	FEMALE
INFANCY:	INFANCY:
Symbolic Colors_____	Symbolic Colors_____
TODDLER:	TODDLER:
Type of clothing_____	Type of clothing_____
_____	_____
_____	_____
Kinds of toys_____	Kinds of toys_____
_____	_____
_____	_____
Activities encouraged_____	Activities encouraged_____
_____	_____
_____	_____
ELEMENTARY SCHOOL AGE:	ELEMENTARY SCHOOL AGE:
Type of clothing encouraged____	Type of clothing encouraged____
_____	_____
_____	_____
Kinds of toys/games_____	Kinds of toys/games_____
_____	_____
_____	_____

Traditionally Speaking

MALE	FEMALE
Type of after school activities encouraged_____	Type of after school activities encouraged_____
_____	_____
_____	_____
JUNIOR HIGH SCHOOL AGE:	JUNIOR HIGH SCHOOL AGE:
Type of after school activities (such as sports, clubs, etc.)	Type of after school activities (such as sports, clubs, etc.)
_____	_____
_____	_____
_____	_____
Responsibilities at home_____	Responsibilities at home_____
_____	_____
_____	_____
Unwritten rules for behavior	Unwritten rules for behavior
_____	_____
_____	_____
_____	_____
HIGH SCHOOL AGE:	HIGH SCHOOL AGE:
Type of in/after school activities	Type of in/after school activities
_____	_____
_____	_____
_____	_____
Type of courses selected_____	Type of courses selected_____
_____	_____
_____	_____
_____	_____
_____	_____

Traditionally Speaking

MALE	FEMALE
Responsibilities in the home	Responsibilities in the home
_____	_____
_____	_____
_____	_____
Unwritten rules for behavior	Unwritten rules for behavior
_____	_____
_____	_____
_____	_____

Based on your answers about males and females, infancy through senior high school, project answers for the roles possibly followed by adults.

ADULT MALE	ADULT FEMALE
Responsibilities in the home	Responsibilities in the home
_____	_____
_____	_____
_____	_____
Responsibilities outside the home (kind of job, hours, work environment)_____	Responsibilities outside the home (kind of job, hours, work environment)_____
_____	_____
_____	_____
_____	_____
Type of recreational activities	Type of recreational activities
_____	_____
_____	_____
_____	_____

COMPARE NOTES. . .

IT'S ALL RIGHT

Complete the following sentences as many times as you can.

It's all right for boys, but <u>not</u> for girls to. . .	It's all right for girls, but <u>not</u> for boys to. . .
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

1. Circle any completed sentences that you consider wrong or unfair.
2. How many did you circle for boys? _____ for girls? _____
3. Place a check by behaviors from the opposite sex column that you would choose to exhibit, regardless of what society says.
4. Pat yourself on the back for each check mark.

NAME ME

Suppose you are writing a play. There are eight characters in your play and you have to give them names. The eight characters and a brief description are given below. Think up a name for each and write it before the character. Include first and last names for each character.

_____ 1. Doctor - This character will work with patients who have handicaps.

_____ 2. Athlete - This character is a record-breaking swimmer with a physical handicap.

_____ 3. Sports Reporter - This character will do a news story on the athlete.

_____ 4. Receptionist - This character will answer the telephone at the doctor's office.

_____ 5. Secretary - This character will keep the office records in order.

_____ 6. Senator - This character will inform the office of new laws that will affect them.

_____ 7. Kindergarten Teacher - This character will call the office to report an illness of an employee's child.

_____ 8. Ex-Convict - This character will apply for a job at the office.

Now place an X in the box on the next page to identify the sex of the character you choose (which is revealed by the characters' names). Complete the total for the male column and the female column.

Study the X's in the boxes and your total scores. Do they reveal anything about stereotyped expectations you may have had?

_____

_____

_____

Name Me Worksheet

Compare your expectations to the expectations of your classmates by having the teacher take a poll of everyone by raising their hands in answer to the question "How many chose a male character? How many chose a female character?" Ask this question for each of the eight roles in the play.

	Male	Female
Doctor		
Athlete		
Sports Reporter		
Receptionist		
Secretary		
Senator		
Senator		
Kindergarten Teacher		
Ex-Convict		
TOTAL:	_____	_____

Do the results of the classroom poll tell you anything about your classmates' expectations?

_____

_____

_____

_____

WHO'S WHO

Have students stand in a circle. Instruct them to step into the center of the circle if the following statement applies to them. Give students enough time to step in the circle. Expect that some students will observe who else has stepped in before they will respond.

- I take out the trash.
- I mow the lawn.
- I've paid on a date.
- I like to cook.
- I've played football.
- I know how to sew.
- I bait my own hook.
- Sometimes I lift weights.
- I've changed a diaper.
- My mother has a career outside the home.
- My father can cook.
- I know how to use a power saw.
- I had a paper route.
- I know how to put gas in a car and check the oil.
- I know a woman doctor.
- I'm a physically active person.
- I've ridden a bike more than 20 miles in one day.
- I'm not comfortable around babies.
- I've asked someone for a date.
- I plan to have an exciting career.
- If I could I would <u>not</u> trade and become the opposite sex.
- I can run over 5 miles.
- I haven't played a circle game since kindergarten.

Discuss what students learned about themselves and each other. Are there male and female behaviors?

WHAT'S IN A WORD?

What's in a word? Some sex role stereotyped assumptions perhaps. . . The words we use reflect and affect our perception of the world. Look up and write down exactly the definitions of the following words. Be sure to include the use of a thesaurus as well as the standard dictionary.

WORD	SOURCE	DEFINITION
man		
woman		
manly		
womanish		
lady		
gentleman		
male		
female		
masculine		
feminine		

1. Were stereotyped words used in the definitions? If so, give one example: _____

2. Rewrite the definitions for one of the male and one of the female words below using non-stereotyped words.

Word	New Definition
#1.	
#2.	

SETTING EXPECTATIONS THROUGH LANGUAGE

INCLUSIONARY LANGUAGE

Read the following list of words that specify or imply one sex is excluded. Rewrite the word so it can include both sexes. The new word might sound strange or contrived at first. Remember that language changes to meet the demands of the times and eventually the old word may sound strange!

EXCLUSIONARY (SEXIST)	INCLUSIONARY (NON-SEXIST ALTERNATIVE)
1. fireman	_____
2. policeman	_____
3. king size	_____
4. queen size	_____
5. spokesman	_____
6. housewife	_____
7. mankind	_____
8. Congressman	_____
9. businessman	_____
10. manmade	_____
11. salesman	_____
12. mailman	_____
13. repairman	_____

Sometimes word choices can place over-emphasis on women or men, which is degrading or insulting.

For example:	girl pilot	or	male nurse	or lady doctor
Instead of:	pilot		nurse	doctor

Inclusionary Language

You can avoid terms which single out the person's sex where it is unnecesary by simply omitting the word that refers to gender. Rewrite these words by omitting the reference to gender:

	Example of Sexist Language	Alternative Word
1.	Lady doctor	_____
2.	Male hairdresser	_____
3.	Lady lawyer	_____
4.	Male secretary	_____
5.	Female law clerk	_____
6.	Poetess	_____
7.	Sculptress	_____

Some terms use "man" to represent all of humanity and have the effect of excluding women.

For example: common man History of Black Man

or

Instead of: ordinary people History of Black People

Rewrite these words to avoid the references to man and to include both sexes:

	Examples of Sexist Language	Alternative Word
1.	Mankind	_____
2.	Caveman	_____
3.	When man invented the wheel	_____
4.	The man on the street	_____
5.	The history of man and his world	_____
6.	The principal, he,	_____
7.	A man of means	_____

FAMOUS PEOPLE

In five minutes, list as many famous men and as many famous women as you can.

FAMOUS MEN	FAMOUS WOMEN
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.
21.	21.
22.	22.
23.	23.
24.	24.
25.	25.

1. How many more of one sex than the other did you have?_____

2. Which listing was harder to make?_____

3. Why do you think it was harder?_____

WHAT'S IN A STORY?

After a required reading, have your students complete the following questions which are geared to raising awareness of how sex role stereotypes can influence characterization, plot, style and other elements of writing.

TITLE:_____

AUTHOR:_____

1. How many males in this story?_____

   How many females? _____

2. What were the females doing?_____

   _____

3. What were the males doing?_____

   _____

4. What was portrayed as desirable about the males?_____

   _____

   _____

5. What was portrayed as desirable about the females?_____

   _____

   _____

6. Would you rather be a female character or a male character in this story?_____ Why?_____

   _____

   _____

7. If all the stories you ever read were like this one, what attitudes would you develop about males?_____

_____

_____

About females?_____

_____

_____

8. Was there anything in this story that was <u>not</u> typical or non-traditional about males or females? If so, what?_____

_____

_____

9. What do you think the author feels about women?_____

_____

_____

_____

About men?_____

_____

_____

_____

10. Would you like to read another story by this author? Why or why not?_____

_____

_____

CREATIVE WRITING

Write a few short paragraphs about each of the following topics:

1. Boys being well-behaved in school and girls being mischief makers.

2. Boys being so puzzled and perplexed about a problem that they seek solutions/answers from the girls.

3. Girls participating in outdoor activities or adventures which require physical coordination and strength.

Creative Writing

4. Boys enjoying quiet, passive, nonathletic activities.

5. A boy who is not tall, strong, brave and handsome, or a girl who is not pretty and popular, leading an active, exciting life.

6. Boys and girls experiencing emotions (frightened, brave, angry, depressed, etc.) that are thought to be inappropriate for their sex.

Adapted from "Aspire" Women's Educational Equity Act Program, Dept. of H.E.W., 1979.

CAREER CHOICES

Fill out the list below with jobs/careers that more males than females hold, and vice versa.

JOBS THAT MORE MALES HOLD		JOBS THAT MORE FEMALES HOLD	
1.	11.	1.	11.
2.	12.	2.	12.
3.	13.	3.	13.
4.	14.	4.	14.
5.	15.	5.	15.
6.	16.	6.	16.
7.	17.	7.	17.
8.	18.	8.	18.
9.	19.	9.	19.
10.	20.	10.	20.

1. Circle the top twenty highest paying jobs.
2. How many circles are from the male column? _____
   from the female column?_____
3. Place an X by any job in either column that could be done by males and females.
4. List the jobs for which you did not place an X and tell why they couldn't be done by both males and females.

   Job Why Not?

INVESTIGATING FAMILY/CAREER INTERACTION

DIRECTIONS: In small groups of four (4) or five (5), discuss the following questions about family/career interaction, after noting your opinion on the sheet below. After discussing the ten questions, answer the last question.

1. What are some reasons why women may choose to work outside of the home?_____

2. What are some reasons why men may choose to work in the home?

3. In your opinion, what are some skills needed by a woman to work outside of the home?_____

4. In your opinion, what are some skills needed by a man to work in the home?_____

5. Answer one of the following questions according to your sex:

   FEMALE: If you were married, would you support your husband if he wanted to be the homemaker?

   MALE: If you were married, would you encourage your wife if she wanted to have a career outside of the home?

6. If you remained single, what would your friends and family think if you chose a nontraditional career?_____

_____

_____

7. Do you think that both a woman and a man could work outside of the home, combining marriage and a career?_____

_____

_____

8. What kinds of plans would be necessary to keep the home running if both the woman and man worked?_____

_____

_____

_____

9. What kinds of plans would be necessary to make a home, if you were single and had a career?_____

_____

_____

_____

10. After discussing your answers, did you change your opinion on any of the questions concerning family/career interaction?

_____

If so, how?_____

_____

_____

_____

_____

_____

HOME ON THE ELECTRIC RANGE

The division of household tasks by sex reflects a sex stereotyped message about the responsibilities of family members in the household. By analysis of household tasks, you can become aware of how and why sex role stereotyping can determine certain roles and responsibilities for family members.

DIRECTIONS

A. Distribute the Home on the Electric Range handout to students.

B. After completion of the handout, divide students into groups of 5 or 6. Choose a recorder and have each group tally all their results on one tally sheet.

C. Instruct the students to pick the tasks with the greatest discrepancy in numbers on the tally sheet and discuss the following questions:
   - Which sex was the dominant task performer? Why?
   - What kinds of messages are being given to the children by the parents?
   - Are your responses similar to the ones your same sex parent would give? How do you explain any differences which exist?
   - Do people often assume a family must have two parents? What are some special considerations for single-parent families in terms of household responsibilities?
   - Do the task divisions in your home contribute to overcoming sex-role stereotyping?
   - Based on what you learned today, what kinds of changes in task responsibilities might you make in your home if you could?

"How Behavioral Expectations Influence Behavior and Perception", Women's Educational Equity Act Program, U.S. Dept. of H.E.W., 1979.

HOME ON THE ELECTRIC RANGE

Listed below are 30 household tasks which are performed most of the time by one family member. Place an X by the family member who most often performs each task. Some of the tasks may not be appropriate for your situation. In those cases, please respond as you believe they would be performed. Take 15 minutes to complete this handout.

Household task	Man/ Husband	Son	Woman/ Wife	Daughter
1. Preparing breakfast				
2. Making bed				
3. Carrying out garbage				
4. Mowing the lawn				
5. Washing dishes				
6. Washing clothes				
7. Ironing				
8. Chauffeuring kids				
9. Grocery shopping				
10. Scheduling doctor/dentist appointments for children				
11. Paying bills				
12. Figuring out income tax				
13. Washing car				
14. Preparing dinner				
15. Vacuuming				
16. Interior painting				
17. Exterior painting				
18. Splitting firewood				
19. Pruning trees and bushes				
20. Shoveling snow				
21. Buying clothes				
22. Disciplining children				
23. Driving the car on family outings				
24. Minor house repairs (i.e., electrical, mechanical)				
25. Determining menu				
26. Taking child to doctor/dentist				
27. Calling babysitters				
28. Planting flowers				
29. Clearing the table				
30. Going to PTA				

U.S.A. Work Force Quiz

____ 1. In 1981 about ___ million women were in the work force, compared to ___ million women who were in the work force in 1971.

(a) 16/7 (b) 47/32 (c) 62/51

____ 2. Of the women in the labor force in 1982, ___% worked out of economic necessity because they were divorced, separated, widowed, single or living with husbands whose income was less than $10,000.

(a) 35% (b) 49% (c) 56%

____ 3. In 1983 more than ___ Americans lived in poverty.

(a) 1 in 4 (b) 1 in 7 (c) 1 in 10

____ 4. In 1983 the poverty rate for families headed by a female with no husband present was ___%.

(a) 36% (b) 52% (c) 81%

____ 5. When employed full time women high school graduates, with no college education,could expect to earn about $_____, compared to a fully employed man who had not completed elementary school and earned $12,800.

(a) $12,300 (b) $13,900 (c) $14,700

____ 6. In 1981 the unemployment rate for adult white men was lowest at 5.6%; the unemployment rate was highest for _____ at 13.5%.

(a) Hispanic women (b) Black women (c) White women

____ 7. The number of working mothers has increased _____ since the period preceding World War II. In 1982 ___% of all mothers with children under 18 years of age and ___% of all mothers with preschool children were in the labor force.

(a) seven times/45%/41%

(b) ten times/59%/50%

(c) twelve times/65%/42%

____ 8. In 1982 1 out of __ families was maintained by a woman, compared to 1 out of __ families maintained by women just a decade ago.

(a) 5/10 (b) 3/4 (c) 6/8

____ 9. Of all white families, ___% were maintained by women in 1982.

(a) 15% (b) 6% (c) 10%

____10. Of all black families, ___% were maintained by women in 1982.

(a) 39% (b) 59% (c) 47%

____11. Of all families of Spanish origin, ___% were maintained by women in 1982.

(a) 19% (b) 36% (c) 22%

____12. In 1981 black female householders with families and no husband present earned $_____, compared to $_____ earned by a black male householder with no wife present.

(a) $7500/$14,500 (b) $9200/$14,200 (c) $11,200/16,900

____13. In 1981 white female householders with families and no husband present earned $_____, compared to $_____ earned by a white male householder with no wife present.

(a) $9200/$17,600 (b) $12,500/20,500 (c)$14,100/22,100

____14. In 1982 women earned, on the average, ___¢ for every dollar earned by a man.

(a) 59¢ (b) 65¢ (c) 72¢

____15. Of 23,000 different occupations, over one-third of all working women can be found in ___ of these occupations.

(a) 7 (b) 25 (c) 88

Sources of Data

Facts on Women Workers, US Department of Labor, Office of the Secretary, Women's Bureau, 1982.

Disadvantaged Women and their Children: A Growing Crisis, US Civil Rights Commission, Clearinghouse Publication 78, May 1983.

U.S.A. Work Force Quiz:Answer Sheet

1. (b) 47/32

2. (c) 56%

3. (b) 1 in 7

4. (a) 36%

5. (a) $12,300

6. (b) Black women

7. (b) ten times/59%/50%

8. (c) 6/8

9. (a) 15%

10. (c) 47%

11. (c) 22%

12. (a) $7500/$14,200

13. (b) $12,500/$20,500

14. (a) 59¢

15. (a) 7(retail sales, bookkeeper, cashier,secretary, food service, elementary school teacher, and household worker)

FUTURE FANTASY

Have the students set back and imagine what they will be doing in ten years. Have them relax and let their imaginations wander in response to these questions:

- Where are you?
- What are you doing with your life?
- Do you have a job?
- What is it?
- Are you married? Single?
- Do you have any children?
- Are you still in this city?
- What kind of a car do you have?
- Have you taken any big trips?
- Do you have the same friends or new ones?
- Think about and picture anything else you "see" in your future.

Have the students jot down highlights of their thoughts. Tell them their notes are private and will not be graded.

Then have the students form small groups and share as many of their thoughts as they choose.

After the small group discussions, have the students relax and concentrate once again on these questions:

Future Fantasy

- How happy and satisfied were you in your dream of the future?
- How much of your thoughts and feelings were based on what your family or society has taught you to expect from your future?
- If you could be free of what people expect of you, would your dream of the future change? In what ways?

Hold a sharing and discussion session with the entire class which can include personal sharing if students are willing. It can begin with a general discussion of how people allow their futures to be influenced by the sex stereotyped expectations of others. Emphasize that both females and males tend to make or avoid certain life choices because of sex role stereotyping. Explore the consequences of this tendency, using information about the "realities" of life which are presented in the Work Force Quiz (p. 31). For example, did female students expect to work, or to be divorced? Did male students believe they would support a wife and children, or expect a wife to support the family as well?

"Teachers' Guide for Combatting Sexism", Women's Educational Equity Act Program, U.S. Dept. of H.E.W., 1979.

LET'S PRETEND

Fantasize that you could spend a week as the other sex. You may be anything and live anywhere. Include the following:

- How old are you?
- What is your name?
- What do you look like? (Height, weight, eye/hair color, build, distinguishing features)
- How do you provide for yourself financially?
- Where do you live?
- What activities do you want to be sure to include in that week?

HOMEWORK ASSIGNMENT

TELEVISION IMAGES AND COMMERCIAL MESSAGES

First, share the following information with your students.

Students see a minimum of 150,000 commercials by the time they are 17. It is sometimes difficult to control the quality and quantity of television programs and commercials seen, but we can choose to teach children to be thoughtful consumers of the media and to become aware of the discrepancies that exist between what they see and what reality is. There exist pervasive messages about the "proper" roles, occupations, and activities of females and males that are not always accurate portrayals of adulthood.

For example, the adult population in the United States is 49% male and 51% female and yet:

- characters in television stories are 72% males and 28% females.
- 78% of characters on Sesame Street are male, 74% on Mr. Rogers.
- 66% of the lead characters in dramatized commercials are male, 22% female, and 12% equal male/female
- commercials - 91% of voice-overs are male (They give the final recommendation for products- supporting the assumption that males know everything, even about laundry and floor cleaners.)

A study by the United States Bureau of Labor Statistics found that husbands are the sole wage earners in only 23% of American households and yet:

- On television only 21% of women are portrayed as having an occupation outside the home.
- 85% of the women portrayed are shown doing domestic activities with men as the beneficiaries of these activities.

- Women are shown as considerably younger than men and primarily inside the home while men are shown outside the home.

Then have students complete the attached worksheets on television images and commercial messages as homework, and return to you.

1. Select five or six of the most popular television shows based on the questionaires and discuss the shows in relation to stereotyped jobs, interests, and major themes.

2. Have students discuss their findings on commercials. Are commercials stereotyped, and if so, how?

3. If desired, use the summary totals (numbers) from all the student worksheets for students to compute the classroom percentages and then compare their data with above data to see if there have been any changes in the last five years.

---

from "Sex Stereotyping in Instructional Materials and Television: Awareness Kit", Matilda Butler, 1978.

HOMEWORK WORKSHEET

TELEVISION IMAGES

After watching your favorite television show, answer these questions.

1. Name of the show _____

2. Is the major character a male? _____ Or a female? _____

3. List below the activities and occupations of the main characters.

Male Characters	
Activities	Occupations

Female Characters	
Activities	Occupations

4. Think about the television show carefully. Place a check by the person shown doing the following:

Behaviors/Interests	Male	Female
a. giving directions		
b. showing emotions/feelings		
c. making decisions		
d. being helpless		
e. caring for children		
f. working for pay		
g. preparing a meal		
h. driving a vehicle		

5. Do you think this show portrays males and females in a stereotyped manner? _____ yes _____ no

Give two examples to explain your answer:

(a) _____

(b) _____

HOMEWORK WORKSHEET

COMMERCIAL MESSAGES

Watch at least three different television commercials(ads); then log the following information:

1. Whose voice was telling you about the product?

	#1 Ad	#2 Ad	#3 Ad	Product
Man's Voice				
Woman's Voice				
Both Voices				

2. Describe the voice (was it complaining? excited? serious? happy? etc.)

#1 voice: _____

#2 voice: _____

#3 voice: _____

3. Who was pictured in the commercial? (check as many as appropriate)

People in a Commercial(Ad)	#1 Ad	#2 Ad	#3 Ad
Men			
Women			
Families			
Boys			
Girls			
Adult men and women			
Boys and girls			

Commercial Messages

4. In what activities were the person/persons in the commercial engaged?

#1 Ad: _____

#2 Ad: _____

#3 Ad: _____

5. At whom was this commercial message aimed for the most part?

	Only Men	Only Women	Both Men and Women	Only Adults	Only Children	Both Adults and Children
#1 Ad						
#2 Ad						
#3 Ad						

6. Would you buy this product? _____ Why or why not? _____

_____

_____

_____

7. In what way, if any, did these commercials stereotype people?

#1 Ad: _____

_____

#2 Ad: _____

_____

#3 Ad: _____

_____

STEREOTYPED MESSAGES

Read the following statements. Each is a sex stereotyped message to students. Have students raise their hand if they've heard it before. Then have students raise their hand if they think the message is true, or they agree. Choose students to briefly talk about why they feel that way. List possible exceptions, and discuss how these messages affect behavior and interests among students.

1. Boys are physically stronger than girls.
2. Girls are weak and need to be taken care of.
3. Men are more responsible than women.
4. Women naturally can't make decisions.
5. Boys are naturally more independent than girls.
6. Women are more emotional than men.
7. Big boys don't cry.
8. Girls are more obedient than boys.
9. Behind every successful man there's a good woman.
10. The man should be the breadwinner in the family.
11. Women belong in the kitchen.
12. Men don't make passes at girls who wear glasses.
13. A college education is more important to a man's future than to a woman's.
14. Female workers are less responsible than male workers.
15. The way to a man's heart is through his stomach.
16. Women are naturally caring and giving to others.
17. Men are all thumbs in the kitchen.
18. Nice girls don't talk that way.

If time permits, ask students what other sex stereotyped messages they have heard. Make a list on newsprint. Save the list and add to it as students (or the teacher) hear stereotyped messages in class.

CHANGING FAMILIES

When people think about the All American family, they often picture Dad at work, Mom at home with the children (who are always well behaved), a dog or cat, etc., yet this picture of the family is outdated! Only 7% of the families in the U.S. today have a wage earning father and a stay-at-home mother.

Headings	1970	Latest	Percent Change
Marriages performed	2,159,000	2,317,000	Up 7.3%
Divorces granted	708,000	1,170,000	Up 65.3%
Married couples	44,728,000	47,662,000	Up 6.6%
Unmarried couples	523,000	1,346,000	Up 157.4%
Persons living alone	10,851,000	17,202,000	Up 58.5%
Married couples with children	25,541,000	24,625,000	Down 3.6%
Children living w/two parents	58,926,000	48,295,000	Down 18.0%
Children living w/one parent	8,230,000	11,528,000	Up 40.1%
Average size of household	3.3	2.8	Down 15.2%
Families with both husband and wife working	20,327,000	24,253,000	Up 19.3%

*U.S. News and World Report - June, 1980

When only 40% of the jobs in America pay enough to support a family of four and given the high rate of inflation, it's easy to see why almost 60% of this country's families have two or more wage earners. Whether or not a person reacts to these social changes favorably, it is a reality of the time. Nine out of ten girls in high school today will work a minimum of 25 years outside the home. As more women must move into the paid work force, men will need to do more work in the home. It is important to

provide both males and females with the opportunity to learn the skills necessary in taking care of their own basic needs (food/clothing/shelter) and encourage them to consider the full range of paid work opportunities.

Do a survey on the types of families which are represented in your class. Make a chart with the same headings on the previous page. Include a question on how many students have a step parent or more than one family. Compare your data with the data presented earlier. Answer these questions:

1. What are things that are <u>similar</u> about your class and the national "picture" presented in the chart?

   (a) _____

   _____

   (b) _____

   _____

2. Are there any <u>differences</u> in the "picture" of families represented by your class and the national "picture"? If so, what are these differences?

   (a) _____

   _____

   (b) _____

   _____

FEAR IN A HAT *

Ask students to write down a personal fear or concern on a slip of paper. All the anonymous slips go into a hat which is passed around. Everyone draws a slip and reads it aloud. Make a list of the common fears and shared emotions by asking the students to summarize recurrent themes they've noticed. Discuss if there are fears unique to males or females.

WHAT DO YOU CARRY?

Have students remove objects from their purse or pocket that best represent their masculinity/femininity and explain its significance. Make a list of similarities and differences. Discuss some object you would not be carrying if you were a member of the other sex.

WRITE IT DOWN

On a wall in your classroom hang two large sheets of newsprint. Use one sheet for recording all the sexist words, phrases, and images that you and your students notice--in books, conversations, trips, movies, etc. Use the other sheet for recording non-sexist things heard or encountered. Try allowing students to just go up and make an entry when it occurs.

ADVICE COLUMNS

Have students survey personal advice columns to see how "advice" relates to stereotyped sex roles.

*"Dealing with Resistance to Change", Women's Educational Equity Act, 1979.

SCAVENGER HUNT

Allow one to two weeks outside of school to have students go on a scavenger hunt in their community to see if they can find the following:

- Woman working at a construction site
- Man involved in child care
- Woman doing a "man's" job (mowing lawn, taking out trash, etc.)
- Man doing a "woman's" job (cooking, laundry, etc.)
- Any other examples of men or women doing things that only the opposite sex is supposed to do (based on sex role stereotypes).

Have a discussion about their findings. Focus on the difference between roles and expectations based on sex stereotypes and what's really happening, based on what students have found from their scavenger hunt.

LISTENING TO MUSIC

Listen to a record, tape, albums, or the radio. Type or write down the words or phrases that portray women and men. Discuss the findings, and to what degree the music may be appealing or popular because of sex role stereotypes.

VISIT A TOY STORE

Have students visit a toy store after school. Have them survey the toy packaging and display advertising (e.g., erector sets, science kits, dolls, building blocks, etc.). Discuss their findings.

WAKING UP TO DISCOVER*

Pose this question to the students: "What if you woke up tomorrow to discover you were a boy/girl?" (state the opposite sex of the student). Students can respond to the question outloud, as the teacher writes abbreviated comments from the students under two columns on the blackboard or on newsprint. This question can also be used as the basis for a writing assignment in class or as a homework writing assignment. If a writing assignment is given, selected comments from the students' papers can be read outloud or noted on the blackboard the next day.

Begin a discussion by pointing to evocative words or comments that suggest highly positive or highly negative feelings about waking up to discover yourself as the opposite sex. Assist the students in drawing conclusions about what positive and negative feelings are associated with being a girl and being a boy. Conclude the discussion by asking students to pose reasons for any differences in values, which appear to be linked to one's sex.

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*This exercise was used as the basis of a research paper by A. Baumgarter, reported in the February (1983) issue of Redbook. Baumgarter found that both sexes appeared to value being male more than female, and that connotations/comments surrounding feminity were generally negative and demeaning.

PACKET EVALUATION SHEET

Please take a few moments to answer these questions.

1. Please list the activities which you used.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

3. How did you use this material with students? (single activity, student assignment, classroom discussion, etc.)

_____

_____

_____

4. What in this packet did you find most useful? Why?

_____

_____

_____

_____

5. What in this packet did you find least useful? Why?

_____

_____

_____

_____

(OVER)

6. How did the students respond to the activities used?

_____

_____

_____

_____

7. What is your opinion of the quality of these materials?

_____

_____

_____

_____

8. Do you have any suggestions regarding the contents of this packet?_____

_____

_____

_____

9. I am a/an. . .

( ) teacher

( ) counselor

( ) program director/coordinator

( ) administrator

( ) curriculum specialist

( ) other (please identify)_____

PLEASE RETURN TO: Michigan Department of Education
Office for Sex Equity
P. O. Box 30008
Lansing, MI 48909
Attention: Secondary Activities